



**Governance, Leadership and Ethics | GLE 2003G**  
**Introduction to Leadership**  
Winter 2022  
Fridays 1:30 to 4:30pm

*Course delivery with respect to the COVID-19 pandemic*

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*

**Dr. Kate Graham**

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Office Hours: Email for appointment or [book a time here](#)

Prerequisite(s): Enrollment in the Governance, Leadership and Ethics (GLE) major

**Course Description**

If ever there was a time when leadership really matters, it's now. The past year included all manner of challenges: climate change induced forest fires; a global pandemic leading to more than one and a half million deaths, border closures and lockdowns; a world-wide economic recession; an uprising over generations of systemic racism and oppression; tragic losses of life from aircraft crashes and mass shootings; and, the uncertainties that come in contentious political times.

It is also a time when we see new leaders rising up, in their own spaces and sectors as well as in new coalitions and partnerships, to lead us through the challenges we face. Sometimes these leaders emerge from peak posts within organizations or institutions; but, often they emerge from far less expected places. Teenagers are leading protests of thousands. Faith leaders are reaching beyond their traditional communities to address major social issues. Simple acts such as taking a knee or wearing a mask (or not) have become powerful and mobilizing political expressions.

What forces and factors are shaping the current context for leadership? Who are the voices that we are not hearing, but need to be? Are the tasks of leadership today common across sectors, or is there variation in the skills and knowledge needed? What does it mean to be an effective leader – or, a *leader with heart* – during extraordinary times or when faced with unprecedented challenges?

If you find yourself with more questions than answers when thinking about leadership in the 2021 context and an appetite to explore these questions – well, this course is for you.

### **Course Objectives**

At the end of this course, students will be able to:

- Identify, classify, compare, critically integrate, and generalize using theories, research methods, and core ideas related to the nature and styles of leadership;
- Integrate knowledge and develop critical understanding of the connections and interplay between governance and leadership;
- Demonstrate critical awareness of and commitment to the public good and ethical decision making, including transparency and accountability;
- Develop self-awareness about their own leadership styles and interests; and
- Understand and critically analyze the new and emerging paradigm of leadership.

### **Evaluation**

- **Class Participation (20%)** – students are expected to attend and actively participate in all class discussions and activities. The evaluation will be evaluated based on in-class contributions during lectures and guest speaker events, as well as in the small group and individual activities. Marks will be provided at the mid-point and conclusion of the course.
- **Your Leadership Strengths – An Introspective Journal (15%)** – students will take an online assessment aimed to identify their strengths as a leader. This assessment generates a unique report for each student based on their responses. Students will use this as the basis for writing a 1500-word (maximum) introspective journal about their own strengths and weaknesses as a leader. Students are encouraged to also draw upon their own leadership experiences – including perceived successes and failures – in this journal. More details will be provided in class on Week 2. Journal submissions are due by 12pm on Friday, February 4, 2022 on OWL.
- **Leader Profile Essay (20%)** – students will identify one leader (definition to be discussed in class) who has taken on new or changed leadership duties during the various crises of the past two years. Students will record interviews with these leaders (via Zoom) and submit a 2000-word essay following their interview. This essay should include descriptive content to profile the leader selected (who is this leader? What is

their role, and how did it change during crisis?) as well as analytical content drawing on the major theories covered in the course. Students are encouraged to critically examine what can be learned about leadership – as a process, and as an idea – from this leader. More details will be provided in class on Week 3. The Leader Profiles are due and should be submitted by 12pm on Friday, February 25, 2022 on OWL. Students are to submit both their paper and a transcript of the Zoom interview recorded.

- **Leader Profiles – Group Presentations (15%)** – in Week 8, students will be placed into small groups to discuss the findings of their Leader Profile interviews, A set of questions will be posed in class. Students will present as small groups on themes emerging from their interviews in class on Week 10 (Friday, March 25, 2022) and Week 11 (Friday, April 1, 2022). All presentation materials should be uploaded on OWL by 12pm on the date of the presentation.
- **Final Exam (30%)** – students will write a final exam covering the contents of the course, including all readings, class discussions and guest speaker conversations. The exam will include multiple choice, short answer and long answer essay questions. More details will be provided in class.

## Readings

There is no single textbook for this course; instead, students are expected to engage with an eclectic array of materials including academic journals, media reports, podcasts and videos. All readings are posted in the schedule below, and when possible will be made available in OWL. Weekly readings may change or be added, as events develop (eg. relevant media articles about current events will be added throughout the course).

## A Note on Course Content

This course is intended to help students develop their own understanding of leadership; and, more importantly, to develop as leaders themselves. In other words, this course is designed to be useful to you as students. If there is something you don't see in this outline (a topic you think should be covered, a conversation we should be having, a voice we need to hear, etc.), please raise this and we can (and will) adapt accordingly.

**Class Schedule**

<p><b>Class #1</b></p> <p>Friday, January 14, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: INTRODUCTION TO LEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Welcome &amp; introductions</li> <li>2. Course overview</li> <li>3. Leadership: big ideas, definitions and debates             <ol style="list-style-type: none"> <li>a. What is leadership?</li> <li>b. Historical evolution of the idea of leadership</li> <li>c. Power vs authority vs influence</li> <li>d. Definitions and frames</li> <li>e. Contemporary debates</li> </ol> </li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Watch <a href="#">Roselinde Torres' TED Talk, "What it takes to be a great leader"</a></li> <li>2. Review <b>course outline</b> carefully and familiarize yourself with the <b>OWL site</b>. Any questions or issues accessing the materials? Contact <a href="mailto:kgraha@uwo.ca">kgraha@uwo.ca</a></li> </ol>
<p><b>Class #2</b></p> <p>Friday, January 21, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: THEORIES OF LEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Theoretical approaches:             <ul style="list-style-type: none"> <li>○ Leadership as traits and skills</li> <li>○ Leadership as behaviors</li> <li>○ Leaderships and followership</li> <li>○ Leadership as a process or</li> </ul> </li> <li>2. Discussion and instructions for <b>Leadership Strengths</b> (15% of course grade) assignment</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Van Wart, M. (2013). "Lessons from leadership theory and the contemporary challenges of leaders." <i>Public Administration Review</i>, 73(4), 553-565. [Available on OWL]</li> </ol>

	<p>2. Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., &amp; Hu, J. (2014). "Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives." <i>The Leadership Quarterly</i>, 25(1), 36-62. [Available on OWL]</p>
<p><b>Class #3</b></p> <p>Friday, January 28, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADING FROM THE TOP</b></p> <ol style="list-style-type: none"> <li>1. Overview of organizational leadership</li> <li>2. Issues in organizational leadership</li> <li>3. Leadership vs. management</li> <li>4. Overview of <b>Leader Profile essay</b> assignment (25%) – including research ethics requirements for conducting primary research</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Botelho, E. L., K. Powell, S. Kincaid, and D. Wang (2017). "What sets successful CEOs apart." <i>Harvard Business Review</i>. <a href="#">[Available online]</a></li> <li>2. Dewar, C., M. Hirt and S. Keller (2019). "The mindsets and practices of excellent CEOs." McKinsey &amp; Company. [Available on OWL]</li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>1. <b>Leadership Strengths</b> (15% of course grade) assignment due next week</li> </ol>
<p><b>Class #4</b></p> <p>Friday, February 4, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADING FROM THE OUTSIDE</b></p> <ol style="list-style-type: none"> <li>1. Politics, advocacy and activism</li> <li>2. Pressure groups</li> <li>3. Overview of <b>Leader Profile essay</b> assignment (25%) – including research ethics requirements for conducting primary research</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Watch video of Stacey Abrams talking about her book, <i>Leading from the Outside</i> in this 2019 interview (43 min) <a href="#">[Available online]</a></li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>1. <b>Leadership Strengths</b> (15%) assignment due by 12pm</li> </ol>

<p><b>Class #5</b></p> <p>Friday, February 11, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADING THROUGH POLICY</b></p> <p><b>GUEST SPEAKER EVENT – 1-2pm in Huron Theatre</b> (Joint event with other GLE2003 section taught by Dr. Irwin) Topic: <b>Leading With Ideas</b> (speakers TBC)</p> <p><b>LECTURE – 2-4pm in classroom</b></p> <ol style="list-style-type: none"> <li>1. Welcome &amp; introductions</li> <li>2. Course overview</li> <li>3. Leadership: Big ideas, definitions and debates       <ol style="list-style-type: none"> <li>a. What is leadership?</li> <li>b. Historical evolution of the idea of leadership</li> <li>c. Power and authority</li> <li>d. Definitions and frames</li> <li>e. Contemporary debates</li> </ol> </li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>2. Bios / videos about each speaker (see OWL)</li> <li>3. Watch video of Stacey Abrams talking about her book, <i>Leading from the Outside</i> in this 2019 interview (43 min) <a href="#">[Available online]</a></li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>4. Make sure you have connected with the person you are featuring for your <b>Leader Profile essay</b> assignment by now!</li> <li>5. First term <b>participation marks</b> (10%) given</li> </ol>
<p><b>Class #6</b></p> <p>Friday, February 18, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADERSHIP COMMUNICATIONS</b></p> <ol style="list-style-type: none"> <li>1. Communication process</li> <li>2. Effective communication</li> <li>3. Communication barriers</li> <li>4. Ethical communication</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Fairhurst, G. T., &amp; Connaughton, S. L. (2014). "Leadership: A communicative perspective." <i>I</i>, 10(1), 7–35. [Available on OWL]</li> <li>2. Watch Simon Sinek's 2009 Ted Talk, "How Great Leaders Inspire Action" – <a href="#">available online</a></li> </ol>

	<p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>1. <b>Leader Profile essay</b> assignment due next week</li> <li>1. First term <b>participation marks</b> (10%) given</li> </ol>
<b>Reading Week – February 21-25, 2022</b>	
<p><b>Class #7</b></p> <p>Friday, March 4, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADING THROUGH CRISIS &amp; FAILURE</b></p> <ol style="list-style-type: none"> <li>1. The policy process</li> <li>2. Leadership roles in policy innovation</li> <li>3. Multilevel governance</li> <li>4. Contemporary examples: policy leadership in London, Ontario and Canada</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Hamlin, A., &amp; Jennings, C. (2007). <i>Leadership and conflict</i>. Journal of Economic Behavior and Organization, 64(1), 49-68. [Available on OWL]</li> <li>2. Watch Kwame Christian's 2017 TED Talk, "Finding Confidence in Conflict" – <a href="#">available online</a></li> </ol>
<p><b>Class #8</b></p> <p>Friday, March 11, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: THE EXPERIENCES OF LEADERS</b></p> <p style="background-color: yellow;"><b>GUEST SPEAKER EVENT – 1-2pm in Huron Theatre</b> (Joint event with other GLE2003 section taught by Dr. Irwin) Topic: <b>Leading with People</b> (speakers TBC)</p> <p><b>LECTURE – 2-4pm in classroom</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop time</b> – forming small groups to discuss Leader Profile findings and essays, and begin working on presentations for Week 10 and 11. More details will be provided in class.</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Bios / videos about each speaker (see OWL)</li> <li>2. Come prepared to speak about the main points from your Leader Profile interview and assignment</li> </ol>

<p><b>Class #9</b></p> <p>Friday, March 18, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADERSHIP &amp; DIVERSITY</b></p> <p><b>Lecture (1st Half)</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Equity, Diversity and Inclusion</li> <li>2. Gender and leadership</li> <li>3. Why it matters and what we can do about it</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>4. Dickson, M. W., Castaño, N., Magomaeva, A., &amp; Den Hartog, D. N. (2012). Conceptualizing leadership across cultures. <i>Journal of World Business</i>, 47(4), 483-492. [Available on OWL]</li> <li>5. MacDougall, A. J. Varley and J. Jeffrey (2020). "Diversity Disclosure Practices: Diversity and leadership at Canadian public companies. [Available on OWL]</li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>6. <b>Essay Assignment</b> (30%) due in two weeks</li> </ol>
<p><b>Class #10</b></p> <p>Friday, March 25, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: THE EXPERIENCES OF LEADERS</b></p> <ol style="list-style-type: none"> <li>1. Small Group Presentations – First Half of Groups</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. None 😊</li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>1. Groups presenting should submit all materials on OWL by 12pm before your presentation</li> </ol>
<p><b>Class #11</b></p> <p>Friday, April 1, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: THE EXPERIENCES OF LEADERS</b></p> <ol style="list-style-type: none"> <li>1. Small Group Presentations – Second Half of Groups</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>2. None 😊</li> </ol> <p><b>Reminders:</b></p> <ol style="list-style-type: none"> <li>1. Groups presenting should submit all materials on OWL by 12pm before your presentation</li> </ol>

<p><b>Class #12</b></p> <p>Friday, April 8, 2022 @ 1:30 – 4:30pm</p>	<p><b>TOPIC: LEADERS WITH HEART</b></p> <p><b>GUEST SPEAKER EVENT – 1-2pm in Huron Theatre</b> (Joint event with other GLE2003 section taught by Dr. Irwin) Topic: <b>Leading with Hearth</b> (speakers TBC)</p> <p><b>LECTURE – 2-4pm in classroom</b></p> <p><b>Course Wrap Up</b></p> <ol style="list-style-type: none"> <li>1. Summary of main points of the course</li> <li>2. Closing class discussion</li> <li>3. Final questions about exams</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Bios / videos about each speaker (see OWL)</li> </ol> <p><b>Reminders:</b></p> <ul style="list-style-type: none"> <li>• <b>Final exam</b> (25%) coming up – date TBD</li> </ul>

**ADDITIONAL NOTES**

**Prerequisites**

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Late Penalties**

Assignments submitted after the stated due date, without approval at least two days prior to the due date, will be deducted 5% per day for up to 10 days at which time the assignment will receive a grade of zero.

**Plagiarism**

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean’s Office, as well as the Huron University College Statement on Plagiarism, available at the Reference

Desk in the Huron University College Library and at [www.huronuc.on.ca](http://www.huronuc.on.ca). In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at [www.huronuc.on.ca/library&computing~styleguides](http://www.huronuc.on.ca/library&computing~styleguides). Plagiarism detection software may be used in this course. Students may be required to submit their work in electronic form.



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this

course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The

appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

#### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult **Huron Academic Advising** at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.